Gender and Education

Contents of Volume 13, 2001

EDITORS
Becky Francis, *University of North London*
Christine Skelton, *University of Newcastle-upon-Tyne*

REVIEWS EDITOR
Gayle Letherby, *Coventry University*

EDITORIAL BOARD
Ghazala Bhatti, *University of Reading;* **Elizabeth Bird**, *University of Bristol;* **Loraine Blaxter**, *University of Warwick;* **Hannah Bradby**, *University of Warwick;* **Amanda Coffey**, *University of Wales, Cardiff;* **Miriam David**, *University of Keele;* **Katherine Day**, *University of Edinburgh;* **Mary Eagleton**, *Leeds Metropolitan University;* **Debbie Epstein**, *Goldsmiths College, London;* **Rosalyn George**, *Goldsmiths College, London;* **Val Hey**, *Brunel University;* **Christina Hughes**, *University of Warwick;* **Helen Lucey**, *Kings College, London;* **Meg Maguire**, *King's College, London;* **Jane Martin**, *University of North London;* **Carrie Paechter**, *Goldsmiths College, London;* **Rosemary Preston**, *University of Warwick;* **Diane Reay**, *King's College, London;* **Elaine Unterhalter**, *Institute of Education, London.*

INTERNATIONAL CONSULTANTS
Judith Abrahami-Einat, *School of Education, Tel-Aviv University, Israel;* **Sandra Acker**, *OISE, University of Toronto, Canada;* **Madeleine Arnot**, *University of Cambridge;* **Jo Boaler**, *Stanford University, California;* **Bronwyn Davies**, *James Cook University of North Queensland, Australia;* **Rosemary Deem**, *University of Lancaster;* **Tuula Gordon**, *University of Tampere, Finland;* **Arlene Griffen**, *University of the South Pacific;* **Sue Lees**, *University of North London, UK;* **Diana Leonard**, *University of London, UK;* **Pat Mahony**, *University of Surrey, Roehampton, UK;* **Sue Middleton**, *University of Waikato, New Zealand;* **Jeanette Rhedding-Jones**, *Oslo University College, Norway;* **Nelly Stromquist**, *University of Southern California;* **Valerie Walkerdine**, *University of West Sydney, Napean;* **Gaby Weiner**, *University of Umeσ, Sweden;* **Cecile Wright**, *Nottingham Trent University;* **Makoto Yamaguchi**, *Ryutsu Keizai University, Japan.*

EDITORIAL ADMINISTRATOR
Denise Laidlaw, *University of Newcastle-upon-Tyne*

This journal publishes articles and shorter, more polemic 'viewpoints' from throughout the world which contribute to feminist knowledge, theory, consciousness, action and debate. All articles and viewpoints are submitted to at least two referees before acceptance for publication.

Editorial correspondence, including manuscripts for submission should be addressed to Christine Skelton, Department of Education, University of Newcastle-upon-Tyne, NE1 7RU, UK. E-mail: gender.education@ncl.ac.uk Details concerning the preparation and submission of articles can be found on the inside back cover of each issue. Books for review should be sent to Gayle Letherby, School of Health and Social Sciences, Coventry University, Coventry CV1 5FB, UK.

Business correspondence, including orders and remittances relating to subscriptions, back numbers and sample copies, should be addressed to the publisher: Carfax Publishing, Taylor & Francis Ltd, Customer Services Department, Rankine Road, Basingstoke, Hants RG24 8PR, UK. Tel: + 44 (0)1256 813 002; Fax: + 44 (0)1256 330 245.

Advertising
USA/Canada: The Advertising Manager, PCG, 875 Massachusetts Avenue, Suite 81, Cambridge, MA 02139, USA. Tel: + 1 617 497 6514; Fax: + 1 617 354 6875.
EU/Rest of World: The Advertising Manager, Taylor & Francis Ltd, PO Box 25, Abingdon, Oxfordshire OX14 3UE, UK. Tel: + 44 (0)1235 401 000; Fax: + 44 (0)1235 401 550.

Gender and Education is subject to a peer review process and is published four times a year (March, June, September and December) by Carfax Publishing, Taylor & Francis Ltd, PO Box 25, Abingdon, Oxfordshire OX14 3UE, UK. Tel: + 44 (0)1235 401 000; Fax: + 44 (0)1235 401 070. These four issues constitute one volume. An annual volume contents and author index is bound in the last issue of each volume.

© 2001 Taylor & Francis Ltd

Contents of Volume 13, 2001

Number 1

EDITORIAL
A Word From the New Editors 5

Francis A. Maher. Women's Studies in England: mature women students and their educational vision 7

Evelyn Arizpe. Responding to a 'Conquistadora': readers talk about gender in Mexican secondary schools 25

Shereen Benjamin. Challenging Masculinities: disability and achievement in testing times 39

Sheila Riddell, Stephen Baron & Alastair Wilson. The Significance of the Learning Society for Women and Men with Learning Difficulties 57

Bob Sharp. Take Me to Your (Male) Leader 75

Miriam Henry. Globalisation and the Politics of Accountability: issues and dilemmas for gender equity in education 87

BOOK REVIEWS 101

Number 2

Jean Rath. Representing Feminist Educational Research with/in the Postmodern: stories of rape crisis training 117

Fauzia Ahmad. Modern Traditions? British Muslim Women and Academic Achievement 137

Diane Reay. 'Spice Girls', 'Nice Girls', 'Girlies' and 'Tomboys': gender discourses, girls' cultures and femininities in the primary classroom 153

Bronwyn Davies, Suzy Dormer, Sue Gannon, Cath Laws, Hillevi Lenz Taguchi, Helen McCann & Sharn Rocco. Becoming Schoolgirls: the ambivalent project of subjectification 167

Curt Dudley-Marling. School Trouble: a mother's burden 183

Amy Stambach. Consumerism and Gender in an Era of School Choice: a look at US Charter Schools 199

BOOK REVIEWS 217

BOOKS RECEIVED 227

Number 3

Special Issue: Science and Technology
Edited by Flis Henwood & Katrina Miller

EDITORIAL
Boxed in or Coming Out? On the Treatment of Science, Technology and Gender in Educational Research 237

Teresa Rees. Mainstreaming Gender Equality in Science in the European Union: the 'ETAN Report' 243

Will Letts. When Science is Strangely Alluring: interrogating the masculinist and heteronormative nature of primary school science 261

Gwyneth Hughes. Exploring the Availability of Student Scientist Identities within Curriculum Discourse: an anti-essentialist approach to gender-inclusive science 275

Jane Gilbert. Science and Its 'Other': looking underneath 'woman' and 'science' for new directions in research on gender and science education 291

Sue Clegg. Theorising the Machine: gender, education and computing 307

Linda Stepulevage. Gender/Technology Relations: complicating the gender binary 325

BOOK REVIEWS 339

BOOKS RECEIVED 347

Number 4

Michael Reynolds & Kiran Trehan. Classroom as Real World: propositions for a pedagogy of difference 357

Trev Lynn Broughton & Laura Potts. Dissonant Voices: the teacher's 'personal' in women's studies 373

Linda Chisholm. Gender and Leadership in South African Educational Administration 387

Robina Mirembe & Lynn Davies. Is Schooling a Risk? Gender, Power Relations and School Culture in Uganda 401

Janell Mensinger. Conflicting Gender Role Prescriptions and Disordered Eating in Single-Sex and Coeducational School Environments 417

Louise Archer, Simon D. Pratt & David Phillips. Working-class Men's Construction of Masculinity and Negotiations of (Non)Participation in Higher Education 431

REVIEW ESSAY
Helen Gunter. Gender, Identity and Working lives 451

BOOK REVIEWS 457

BOOKS RECEIVED 461

Volume Contents and Author Index to Volume 13, 2001 463